Race to the Top - District

Technical Review Form

Application #0370UT-1 for Salt Lake City School District

A. Vision (40 total points)

	Available	Score
(A)(1) Articulating a comprehensive and coherent reform vision (10 points)	10	9

(A)(1) Reviewer Comments:

The Salt Lake City School District (SLCSD) has set an inspired vision where all students leave public education prepared to take their places in higher education, careers and civic engagement. The Salt Lake City School District has focused its efforts on what happens in the classroom, school and community. The applicant's motto is to "do more, with more", the district's ultimate goal is to turn around the lowest achieving schools and promotes teaching, learning and leadership practices that focus on individual student.

The district has adopted an ambitious 5 year plan in 2010, *the Student Achievement Plan (2010-2015)* is currently guiding the strategic direction of the District. The plan guides curriculum implementation, assessment and evaluation, professional development, community relations, resource alignment and mobilization, partnership development and legislative priorities.

The SLCSD has set forth a comprehensive and coherent reform vision built around four core educational areas:

- Assurance 1: Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy.
  - The SLCSD has met this goal with the adoption of Common Core State Standards (renamed the Utah State Core Standards) in English language arts and mathematics for Grades Pre K-11.
  - The SLCSD has also adopted accountability measures for all grade bands.
  - The SLCSD also promotes college readiness and access encouraging students to take the EXPLORE, PLAN and ACT tests.

- Assurance 2: Building data systems that measure student growth and success and inform teachers and principals with data about how they can improve instruction.
  - The SLCSD has a unique and powerful model of using student data for instructional improvement.
  - One of the features of the data system is the ability to track students longitudinally, connecting state assessments, district assessments, and enrollment data with a direct student-teacher link going back at least five years.

- Assurance 3: Recruiting, developing, rewarding and retaining effective teachers and principals, especially where they are needed most.
  - The SLCSD has a developed an academic coaching program to teachers new to the district. The district has also hired academic coaches to meet the needs of newly hired teachers. nd retaining them where they are needed most.

- Assurance 4: Turning around lowest-achieving schools.
  - The SLCSD has identified several schools in need of assistance, they have partnered with the University of Virginia to turn around lowest-achieving schools through innovative policies and strategies.

Overall the SLCSD has articulated a comprehensive and coherent reform vision since it addresses all aspects of curriculum implementation, assessment and evaluation. The plan also encompasses professional development, community relations, resource alignment and mobilization as well as partnership developments and legislative priorities.

(A)(2) Applicant's approach to implementation (10 points)	10	10

(A)(2) Reviewer Comments:

The SLCSD provided very instructive background information on the history of the district and the dramatic differences between neighborhoods on the eastern and western part of town. The district indicated that schools located on the West side of town experience unique challenges due to a socioeconomic disadvantage of its inhabitants. Therefore the district has proposed a comprehensive plan to implement reform in the district's schools that are in will involve the most highly challenged schools, from Pre-school to Grade 12, along high school feeder patterns. SLCSD provides a strong rationale for the selection of schools to be included in the project. With this selection the district shows a strong desire to restore equity among all schools within the districts.

Overall, with this project the SLCSD will affect over 60% of the students in the district. The district indicated that it has shortlisted 11 Title I elementary schools for participation in the project indicating that all short listed schools serve significant proportions of low-income, minority students and include many refugee and immigrant families. The district indicated that it will updat and verify the list of schools within the 100-day period required by the grant. The district also noted that in its effort to offer a continuous and connected educational experience the middle schools that serve title I elementary schools were also selected to participate. The SLCSD indicated that the middle schools that were selected with more mixed-populations, have experienced significant challenges in meeting the needs of disadvantaged students and achieving outcomes that improve, rather than exacerbate achievement gaps. The district also explained that two large SLCSD high schools, West High and East High, are included as participants due to the crucial role of Grades 9-12 for student outcomes. The number of educators involved in RTT-D funded activities is also included.

Overall, SLCSD has presented a convincing approach to implementation.

(A)(3) LEA-wide reform & change (10 points)	10	10

(A)(3) Reviewer Comments:

The SLCSD indicates that its theory of change aims to promotes early childhood, personalized learning, and family and community supports as major pathways to improve student readiness for college and career. The district also indicated that it will be using data to drive personalization for students strengthens the culture of data use among teachers, parents and students. The district's ultimate goal is to extend its plan to all teachers and students based on the results and continuous improvements following the implementation of RTT-D plan.

The district has identified several areas leading to the personalization of learning to improve student achievement and teacher/leader effectiveness, they are:

- Early Childhood
- Personalized Science Teaching and Learning K-12
- Family/Community Supports

In order for this plan to be successful the district recognizes that professional development and resource mobilization for improving quality; family and community support services; and an integrated instructional data management system to support, drive and measure results will be needed.

The district has developed 4 specific activities aimed at implementing meaningful reform district-wide. The four activities are:

- Consolidate all improvements made to schools participating in RTT-funded activities and personalize for the needs and interests of the teachers and students at the remaining schools.
- Comprehensive PD for principals and teachers in non-RTT-D schools
- Document and replicate best practices resulting from RTT-D related to improved teacher effectiveness.
- Document and replicate best practices result from RTT-D related to improved leader effectiveness (principals, coaches, administrators)

The district presented a strong plan for scaling up based on improved practices for offering professional development for teachers using data on student achievement, lessons learned at RTT-D funded schools (and shared throughout the district). Overall, the SLCSD has presented a strong case for LEA-wide reform & change.

(A)(4) LEA-wide goals for improved student outcomes (10 points)	10	8

(A)(4) Reviewer Comments:

The district appears to have set ambitious, yet achievable Academic Growth on Summative Assessments: For Grades 3 to 12 in Language

Arts, Mathematics, and Science using the Utah Criterion Referenced Test (CRT). The district projects a steady growth for all subgroups Caucasian, Asian, African American, Hispanic, American Indian, Pacific Islander, Multiracial, Low Income, ELL, SWD. However the applicant does not provide a narrative detailing specific goals by students subgroups. The district has set ambitious yet achievable goals in its attempt to close the achievement gap, increase high school graduation rate and college enrollment rate. Overall, the district has set achievable LEA-wide goals for improved student outcomes.

B. Prior Record of Success and Conditions for Reform (45 total points)

	Available	Score
(B)(1) Demonstrating a clear track record of success (15 points)	15	11

(B)(1) Reviewer Comments:

The district indicates that it has a clear record of success in advancing student learning and achievement and increasing equity in learning and teaching. However, the evidence provided indicates that the district is currently in the process of advancing student learning and achievement and increasing equity in learning and teaching.

The district specifically highlighted the quality of its Pre-K programs that led to increased student achievement carried through Grade 3. SLCSD also highlighted the programs they developed in engaging parents in creating an educational road map for their children. The district indicated that it is currently working on closing the achievement gap through professional development for teachers to increase student achievement, additionally the applicant also indicated that the recruitment of academic coaches at the secondary level has created improved teacher development and practices. The district also indicated its efforts to increase student achievement with the hiring of academic coaches at the secondary level. The SLCSD also indicates that it has specifically attempted to raise awareness about equity issues. The district is currently working on implementing teaching practices that fully address each child's learning interests and preferences, cultural and language competencies and the related impact on student achievement. The district also indicated that it provided teachers with data about student proficiency and growth rate at the beginning of the school year. The applicant also stated that discussions and training about the use of data are offered by the district's Department of evaluation and assessment. The district had also reported that teachers are beginning to take more ownership of the data and fell more comfortable analyzing data to make data driven decisions for instruction. Based on the evidence presented the district has demonstrated a partial record of success in recent years.

	Available	Score
(B)(2) Increasing transparency in LEA processes, practices, and investments (5 points)	5	3

(B)(2) Reviewer Comments:

The district indicated that SLCSD operate under a shared governance model which promotes dialogue and transparency among all stakeholders.The applicant also indicated that the district's overall budget can be found its website, all publicly funded salaries can be found on the website of Utah's Right to Know. However the district does not provide information regarding site-specific (specific campuses) budgets. Overall the district has demonstrated partial evidence of a high level of transparency in LEA processes, practices, and investments.

	Available	Score
(B)(3) State context for implementation (10 points)	10	10

(B)(3) Reviewer Comments:

The district indicated that the Utah State Office of Education implements the decisions of the State Board of Education and the state legislature. Therefore the district explains that the Utah core was formally adopted in 2009, other standards have also been implemented regarding teaching and leadership standards in Utah. The district also explained that the legislature recently passed a bill informing parents if their child does not read at grade level.The district indicated that it has already developed a program to address the needs of struggling readers to meet the needs of struggling readers. The district also explained that these efforts are aligned with this RTT-D funding application.

In this section the district demonstrates that it has a successful record of adapting to new legislation while maintaining its ability and autonomy to serve the needs of students. Overall the district demonstrated evidence of successful conditions and sufficient autonomy under state, legal statutory an regulatory requirements to implement the personalized learning environments described in its proposal.

	Available	Score
(B)(4) Stakeholder engagement and support (10 points)	10	9

(B)(4) Reviewer Comments:

The applicant has demonstrated strong stakeholder engagement in development of the proposal. The SLCSD indicated that the proposal was discussed with all stakeholders in biweekly board meetings, weekly General Administrators Meetings and bimonthly meetings of the chairs of the all School Community Councils. The proposal was also discussed by active leadership teams comprised of parents, teachers,

administrators, partners and community members in Community Learning Center hubs. However the district does not provide information about the ways in which students and families were engaged in a meaningful way in the development of the proposal.The Salt Lake teacher's association (SLTA) has provided feedback to the application team and has signed off on the application, the district indicates that the SLTA will be a full partner in the finalization of the RTTT-D program. The district also provided letters of support from several public and community partners (Governor's state science advisor, Salt Lake City Mayor, Salt Lake City council, University of Utah). Overall, despite the fact the applicant did not provide information about the ways in which students and families were engaged in the development of the the proposal, the district still presented strong evidence to demonstrate that most stakeholders were involved in the development of the proposal.

(B)(5) Analysis of needs and gaps (5 points)	5	5

(B)(5) Reviewer Comments:

The SLCSD has developed a high quality plan with articulated around 4 main activities that will enable the district to complete its analysis of gaps and needs related to implementing personalized learning, they are:

- Train teachers and principals to self-assess knowledge, skills and dispositions needed to fully implement personalized learning, based on a review of student data and other needs, specifically applied to science and inclusive of prior district work on cultural relevance for individualized instruction, this information will be used to provide needed professional development at multiple levels.
- Develop a professional development plan for personalizing learning for students; implement a personalized learning plan for educators.
- Conduct a resource inventory of approaches and materials in existence in the district that support personalized learning.
- Develop a professional development series that addresses needs of teachers and principals, integrating science core and use of data and technology.

The district also indicated that the SLCSD evaluation specialists and IT department have worked hand in hand to create a comprehensive, complete, accurate, connectable data warehouse from which to pull data elements for reporting to teachers and parents.

The district's plan is comprehensive since it adresses the needs of teachers, students and principals. The plans to develop a professional development series will be useful in helping SLCSD in its use of data and technology.

Overall, the LEA has demonstrated appropriate evidence to earn a good rating in this category.

C. Preparing Students for College and Careers (40 total points)

	Available	Score
(C)(1) Learning (20 points)	20	19

(C)(1) Reviewer Comments:

The SLCSD has an ambitious and realistic plan for preparing students for college and careers. The district's plan broken down into 5 areas all geared toward preparing students for college and career:

- The first area involves the implementation of an instructional data management plan aimed at providing teachers with the ability to tailor learning based on all known information, including prior year enrollments, programs, assessments and other outcome data.This plan is robust and will provide teachers with a very useful tool.
- The second area is an expansion of the early childhood programs, in this section the SLCSD provides a strong rationale for the program's expansion stating "Early childhood programs are steeped in principles of personalized learning". The district also indicated that its expanded early childhood program would integrate exploration and science in natural ways through inquiry, hands-on, multi-sensory, and project-based learning. Here, again the rationale presented by the applicant is sound and logical since it will also allow children to understand that what they are learning is key in accomplishing their goals. The early childhood program through its varied instructional approaches will provide students with opportunities to learn lifelong skills (i.e: goal-setting, critical thinking, problem solving).
- The third area is the introduction of AVID (Advancement Via Individual Determination program in elementary schools. SLCSD makes a strong case for the adoption of AVID stating that " (the AVID) system accelerates student learning, uses research-based methods of effective instruction, provides meaningful and motivational professional development, and acts as a catalyst for systemic reform and change. AVID serves all students and focuses on the least-served students in the academic middle, including those historically underrepresented in college preparatory courses and

college pathways". Here again, the rationale for adopting AVID in preparing students for college and careers makes sense based on the student population and the effectiveness of this program around the nation.Through AVID students will also acquire critical skills in goal settings and over time measure progress towards those goals. AVID is also an example of a high quality strategy to accommodate high needs students.

- The fourth area involves improving science learning through personalization. The district explains that its focus on personalized learning of science will help strengthen the long-term economic prospects of current students and promote success in STEM curriculum. The district also explained that RTT-D funding will be used to purchase teaching resources and equipment for students in every science course including laboratory equipment and technology (including digital learning content).
- The last area is the creative use of language and culture as assets for personalized learning at all levels. The district will capitalize on the diversity of the students enrolled in its schools (80 to 100 languages are spoken in SLCSD) and involve parents. This plan is ambitious, yet realistic based on the evidence presented.

Overall SLSD plan under section C-1 is strong.

(C)(2) Teaching and Leading (20 points)	20	20

(C)(2) Reviewer Comments:

The SLCSD presented a coherent plan for preparing students for college and careers through teaching and leading.

The district plans to use personalized learning to integrate data-driven student achievement and educator effectiveness, it states that RTT-D funding will allow SLCSD to provide focused professional development (PD) to improve students achievement. The Professional Developments will involve teachers and administrators, the goal is to improve teacher and principal effectiveness and in turn increase the number of students who recive instruction from effective and highly effective teacher and principals.

The district's plan also focuses on the application of personalized learning to specific areas and the ways in which it supports educator effectiveness and education equity. There are several areas included in the plan:

·   Teachers will receive extensive training on using data sources to assess students' progress toward meeting college and career ready graduation requirements.

Teachers for early childhood will receive specific training aimed at helping them develop classroom activities for students to be engaged in various tasks based on their needs.

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- Data will also be used to develop personalized plans for professional growth for teachers and therefore improve teacher's practice.

·   Early childhood (the district developed an impressive set of 11 activities to implement personalized learning in Early childhood).

·   Elementary science, secondary science (the district explained the challenges currently being experienced in SLCSD and offered the plan to solve these challenges through RTT-D funding). Here again the district developed a set of 24 activities addressing current challenges and detailing its plan under C-2 (teaching and leading).

- Based on the evidence provided by the applicant the plan for RTTD funded activities, the district will increase the number of students receiving instruction from effective teachers in hard to staff schools and subject.

Overall, the district's plan is thorough and demonstrates strong evidence of a high-quality plan for improving learning and teaching by personalizing the learning environment in order to provide all students the support to graduate college and career ready.

D. LEA Policy and Infrastructure (25 total points)

	Available	Score

(D)(1) LEA practices, policies, rules (15 points)	15	14

(D)(1) Reviewer Comments:

The district provided an extensive action plan (10 steps) that demonstrates the district's readiness to fulfill its obligations if funded. The documentation provided by the applicant also provides evidence that the district has a plan in place when it comes to infrastructures if/when funded. While the applicant does not provide evidence on sub sections c (giving students the opportunity to progress and earn credit based on demonstrated mastery...) and d (giving students the opportunity to demonstrate mastery of standards at multiple times and in multiple comparable ways) in this section, this information has been presented in other parts of this application. However the district did not provide specific information about the ways in which it would guarantee access under e) to all students. The district indicated that an RTT-D team leader and an advisory team would be put in place and coordinates with school principals to assess the needs on local campuses.

Overall, the SLCSD provided evidence that a quality plan is in place to support project implementation through comprehensive policies and infrastructure that provide every student, educator (as defined in this notice), and level of the education system (classroom, school, and LEA) with the support and resources they need, when and where they are needed.

(D)(2) LEA and school infrastructure (10 points)	10	10

(D)(2) Reviewer Comments:

The LEA supports personalized learning by ensuring that all participating students, parents, educators and other stakeholders have access to the necessary tool to support the implementation of the applicant's proposal through a strong shared governance system (that includes the school community council and the school improvement council). The district indicated that parents and the community have access to CLC hubs where computers and information are available. RTT-D funding would also allow students a wider access to technology tools. The applicant also indicated that it plans to use information technology systems to allow parents and students have access to information into an open data system.

The SLCSD has a high quality plan in place to support project implementation through comprehensive policies and infrastructure that provide every student, educator, and level of the education system (classroom, school, and LEA) with the support and resources they need, when and where they are needed.

E. Continuous Improvement (30 total points)

	Available	Score
(E)(1) Continuous improvement process (15 points)	15	15

(E)(1) Reviewer Comments:

The SLSD has provided a strategy for implementing a rigorous continuous improvement process that provides timely and regular feedback on progress toward project goals and opportunities for ongoing corrections and improvements during and after the term of the grant. The district states that the practice of Continuous Quality Improvement (CQI) is already embedded in existing performance measurements and structures of the district. The CQI will be led within the office of the Superintendent. The SLCSD provided a detailed plan highlighting key elements of the CQI as well as a 7 step plan for CQI implementation. This plan is appropriate and comprehensive.

(E)(2) Ongoing communication and engagement (5 points)	5	5

(E)(2) Reviewer Comments:

The SLCSD indicates that the Superintendent will convene a project advisory committee that will be comprised by a range of stakeholders. The district also indicated that it will rely on its already established School community councils to communicate with stakeholders, the district website will be also used as well as outreach activities conducted by the Community Learning Center. The district also has a plan in place to be implemented in the first three month after the grant award. With this plan the district demonstrated that it has made communicating and engaging all stakeholders a major part of its project if funded. The district indicated that project plans, results and challenges would be standing agenda items at Board meetings, superintendent's regular meetings and school community council chairs at least on a quarterly basis. Overall the district has a solid plan in place to ensure ongoing communication and engagement with internal and external stakeholders.

(E)(3) Performance measures (5 points)	5	2

(E)(3) Reviewer Comments:

The SLCSD appears to have selected ambitious yet achievable performance measures across student groups. Unfortunately the applicant did not provide a narrative detailing its rationale and goals therefore the lack of information makes it hard to judge if the plan is ambitious yet achievable.

The applicant is also planning on using data and a data warehouse to systematically collect and make available to stakeholders feedback from students and families for the purpose of improving student achievement. While the utilization of a data warehouse is likely to provide timely information about its proposed plan it is unclear if this initiative will yield critical information regarding implementation success or areas of concern. The district did not provide information about the ways in which it will review and improve the measure over time if it insufficient to gauge implementation progress. The district is also missing critical information regarding the number and percentage of participating students whose principal is an effective principal.

Since the district has not provided critical information, the response for this category is insufficient.

	Available	Score
(E)(4) Evaluating effectiveness of investments (5 points)	5	4

(E)(4) Reviewer Comments:

The district indicates that it will be evaluating the effectiveness of all investments through a continuous and summative at points throughout RTT-D funding. The applicant plans to implement a systematic approach to continuous quality improvement across the program.

The district will evaluate educator effectiveness using a system currently under development, once operational the system will generate critical information about student progress and in turn will ensure that students are taught by effective educators. However, the district is not providing information regarding the ways in which it plans to evaluate the effectiveness of race to the top funded activities such as activities that employ technology. The district will be using research-based practices (Kirkpatrick model for training and evaluation) to evaluate its performance in evaluating professional development activities.

Overall, SLCSD presented a well documented plan.

F. Budget and Sustainability (20 total points)

	Available	Score
(F)(1) Budget for the project (10 points)	10	9

(F)(1) Reviewer Comments:

SLCSD's budget identifies all funds that will support the project and is reasonable since it provides clear information about the ways in which funding will be allocated and sufficient since it matches the scope of the proposal. This budget as described would support the development and implementation of the district's proposal; In its description the SLCSD clearly provided a thoughtful rationale for investments and priorities. The district also indicated which funds will be used for one-time investment versus those that will be used over the duration of the grant. One-time and ongoing operational expenses are described with a focus on strategies that will ensure the long-term sustainability of the personalized learning environments, for example the district is investing funds in training and professional development. Overall the plan is strong.

	Available	Score
(F)(2) Sustainability of project goals (10 points)	10	6

(F)(2) Reviewer Comments:

The SLCSD indicates that it will primarily rely on its partner (Capital City education) to assist in ensuring sustainability after the term of the grant. However the partnership and initiatives detailed in the narrative do not include support from State and local government. A budget for the three years after the term of the plan is not provided nor is a clear plan for future sustainability of RTT-D funded activity. However the partnership with Capital City Education is very valuable to SLCSD when it comes to program sustainability beyond grant funding. Sustainability of the programs will only take place if SLCSD is able to secure additional sources of funding , at this time the district hopes to secure more funds through Capital City Education. While the district should be commended for its partnership with Capital city education the uncertainty surrounding the availability of funds in the future is problematic in sustaining the project's goals in the long term.

Competitive Preference Priority (10 total points)

	Available	Score
Competitive Preference Priority (10 total points)	**10**	**10**

Competitive Preference Priority Reviewer Comments:

The SLCSD provided a strong case for coherent and sustainable partnership based on several ongoing institutional partnerships with the City of Salt Lake, the Office of the Mayor and the University of Utah.

The SLCSD also provided strong evidence of partnership for sustainable health service delivery through Intermountain, Valley central health and the University of Utah School of Nursing. These partnerships complement one another in a nice way and provide extremely valuable services to the economically challenged student population in SLCSD. The applicant also detailed its long-term relationships/partnerships for sustainable child, family, and community development programs.

The district provided a strong narrative and addressed effectively all subparts of this section: tracking data using the SLCSD data management system and scaling up of the plan in 6 steps (development of an operating framework, plan for scale up, plan for sustainability, systematic implementation, continuous improvement and expansion).

The applicant has identified 10 population level desired results for students enrolled in the River District of the SLCSD. The applicant provided ambitious yet achievable performance measure for students in RTTD funded activities (incremental but significant gains in all 10 selected populations over the funding period). Some of the goals include increasing the number of students who complete elementary school (grade 5 or 6) proficient in math and science in River district and engaging families to have them contribute to their school.

Overall, the SLCSD has presented a strong plan for competitive preference priority.

Absolute Priority 1

	Available	Score
Absolute Priority 1	**Met/Not Met**	**Met**

Absolute Priority 1 Reviewer Comments:

The Salt Lake City School District (SLCSD) has set an ambitious vision where all students leave public education prepared to take their places in higher education, careers and civic engagement. The Salt Lake City School District has focused its efforts on what happens in the classroom, school and community. The applicant's motto is to "do more, with more", the district's ultimate goal is to turn around the lowest achieving schools and promotes teaching, learning and leadership practices that focus on individual student.

The district has adopted an ambitious 5 year plan in 2010, *the Student Achievement Plan (2010-2015)* is currently guiding the strategic direction of the District. The plan guides curriculum implementation, assessment and evaluation, professional development, community relations, resource alignment and mobilization, partnership development and legislative priorities.

In this application the district has indicated that it will build data systems to make data-driven decisions in the area of curriculum, instruction, assessment and professional development fro teachers and administrators. The district also showed clear evidence that the adoption of a new science curriculum and teaching strategies (including the use of technology) will prepare students for college and career. The district has also made a strong case throughout this application that its plan will help in recruiting, rewarding and retaining effective teachers and principals through an innovative approach to professional development.

Throughout this application the SLCSD has demonstrated that it is ready to implement its plan if funded. Thanks to this plan, the district will have a real opportunity to decrease achievement gaps across students groups. Overall, Absolute priority has been met by the applicant.

Total	**210**	**189**

Optional Budget Supplement (Scored separately - 15 total points)

	Available	Score

Optional Budget Supplement (Scored separately - 15 total points)	15	9

Optional Budget Supplement Reviewer Comments:

The district has requested an optional budget amount to provide IT infrastructure in support of its RTT-D. Based on the evidence provided the request is reasonable and would support other grant activities. However the project is not innovative and can not be replicated in schools across the nation.

Race to the Top - District

Technical Review Form

Application #0370UT-2 for Salt Lake City School District

A. Vision (40 total points)

	Available	Score
(A)(1) Articulating a comprehensive and coherent reform vision (10 points)	10	10

(A)(1) Reviewer Comments:

The applicant provides strong evidence of a comprehensive and coherent reform vision. The applicant details a desire to deepen promising approaches already in place in the district while leveraging new opportunities a focus on personalized learning provides. The applicant describes a vision of engaged students, educators, families, and communities coming together to accelerate growth and achievement -- especially for students of highest need – resulting in all students leaving public education prepared to take their places in higher education, careers and civic engagement. The applicant's plan is ambitious because it aims to effect all students and engage the community as a whole in its efforts.

The applicant describes current and proposed work around the four core educational assurance areas:

- Standards and assessment: Adoption, implementation and enactment of the Common Core State Standards, NAEYC standards for early childhood education, and additional state standards to promote college and career readiness from birth to graduation.
- Data systems: A fully responsive program that addresses the learning needs, interests, and preferences of every student – built on valid and reliable data and effectively used at all levels.
- Effective teachers and principals: Efforts to attract new talent; develop new leaders; and coach, support, reward, and recognize existing teachers.
- Turning around the lowest achieving schools: SIG grant with encouraging preliminary results, turnaround partnership to identify and develop effective school leaders for high need schools, and work to develop leadership capacity to identify and address issues based on local context.

The application provides a clear and credible approach to accelerating student achievement, deepening student learning, and increasing equity through personalized student support grounded in common and individual tasks that are based on student academic interest.

	Available	Score
(A)(2) Applicant's approach to implementation (10 points)	10	10

(A)(2) Reviewer Comments:

The application provided sufficient evidence for the extent to which the applicant's approach to implementing its reform proposal will support high quality LEA level and school level implementation of that proposal, including:

a). The applicant described the process used to select schools to participate. The process ensured that the participating schools collectively meet the competition's eligibility requirements by selecting to work with the most challenged schools in the district along feeder patterns. The applicant is clear about where the areas of need are within the district and describes an intentional and deliberate process for brining outliers closer to district-wide performance.

b). The applicant provided a list of the schools that will participate in grant activities.

c). The applicant provided the total number of participating students and the number of students participating from low-income families, and the number of participating students who are high need students or number of participating educators.

The applicant has met the selection criteria and earned a strong score.

(A)(3) LEA-wide reform & change (10 points)	10	8

(A)(3) Reviewer Comments:

A high quality plan includes goals, activities and rationale for those activities, timelines, deliverables, and responsible parties. When considered overall, it is credible and likely to lead to the desired outcomes. Overall, the applicant demonstrated strong evidence of a high quality plan describing how the reform proposal will be scaled up and translated into meaningful reform to support change beyond the participating schools and will help the applicant reach its outcome goals.

The applicant provides clearly a stated goal: Effective use of personalized learning throughout Salt Lake City School District Schools.

The overall credibility of the plan draws more confidence than concerns:

Confidences:

- Creating pathways to promote access to high-quality programs and services
- Including family and community supports and services
- Creating an integrated instructional data management system
- Promising practices to be documented and replicated at other district schools

Concerns:

- The choice to focus personalization efforts only on science learning seems narrow when the focus is on STEM skills; there is far more to be considered than science learning when addressing STEM careers.
- It is unclear how to applicant will gather and use information related to student academic interests to drive personalization.

As a result, the proposal scores in the high to moderate range for these selection criteria.

(A)(4) LEA-wide goals for improved student outcomes (10 points)	10	8

(A)(4) Reviewer Comments:

The applicant describes significant gaps between overall proficiency status and the achievement of some subgroups across the district. Generally, all ethnic subgroups are achieving at a lower rate when compared to the Caucasian subgroup. Additionally, students with disabilities, students in poverty, and English Language Learners are also demonstrating an achievement level lower than the "all students" comparison.

The applicant also describes disparate achievement between the RTTT-D schools and LEA wide data. The selected schools have a history of achieving at lower levels than the non-selected schools.

The applicant provides goals for:

a)   Performance on summative assessments (proficiency status and growth): The applicant proposes steady growth for all students, resulting in increased achievement on summative assessments by the end of the grant period. The "all students" subgroup is targeted to gain 1-2% each year, resulting in an overall gain of 8-9% over the period of the grant. These goals certainly appear achievable, though it is difficult to determine how ambitious these goals are in absence of a description of the process used to set them.

b)   Decreasing achievement gaps: The applicant proposes aggressive, but incremental growth for the lowest achieving subgroups. The applicant sets targets for decreasing achievement gaps that exceed state targets. Utah's ESEA flexibility waiver goals decrease achievement gaps by at least 50% in a 5-year span. The goals of reducing gaps by as much as 75% over the grant period are certainly ambitious. Given the intense focus on high need students in the grant proposal, these goals also appear achievable.

c)   Graduation rates: The applicant proposes a steady increase in the percentage of subgroup students who meet or exceed the district average growth for graduation rate. Each subgroup that does not currently meet or exceed the district average graduation rate is targeted to increase 1-2% each year, resulting in an overall gain of 8-9% over the period of the grant. Similar to the goals for performance on summative assessments, these goals certainly appear achievable. Again it is difficult to determine how ambitious these goals are in absence of a description of the process used to set them.

d) College enrollment: Though the applicant does not have historical data on college enrollment, there is a plan for tracking and increasing this data point beginning with the 2012-2013 year. However, the goal of 50% college enrollment appears overly modest for a proposal that is focused on college and career readiness, which causes question about who ambitious college enrollment goals are. Additionally, in the absence of historical data or accurate current data, it is difficult to determine how achievable these goals are.

Overall, the application scores high to moderate in the likelihood of its vision to result in improved student learning and performance and increased equity as demonstrated by ambitious yet achievable annual goals.

B. Prior Record of Success and Conditions for Reform (45 total points)

	Available	Score
(B)(1) Demonstrating a clear track record of success (15 points)	15	10

(B)(1) Reviewer Comments:

Overall, the extent to which the applicant has demonstrated evidence of a clear record of success in the past four years in advancing student learning and achievement and increasing equity in learning and teaching is moderate.

a). The evidence provided by the applicant to support its record of success in improving student learning outcomes and closing achievement gaps is promising, but not yet evident. Claims of gains achieved through district pre-kindergarten programs are supported by data that show higher proficiency rates in grade three for students who attended district pre-kindergarten programs than they peers who did not attend. However, efforts to reduce achievement gaps have not yet been in place long enough to have a data-supported record of success. With academic coaches in place at the secondary level for only one year, there are not yet data available to support broad conclusions about the program's success.

b). The evidence provided by the applicant to support its record of achieving ambitious and significant reforms in its persistently lowest achieving schools or in its low-performing schools is promising, but most efforts have not yet been in place long enough to have a data-supported record of success. Efforts to effectively use data have only been in place for one year, but the applicant expects it to take three years to see full proficiency from teachers that will result in achievement gains.

c). The evidence provided by the applicant to support its record of making student performance data available to students, educators, and parents in ways that inform and improve participation, instruction and services is strong. The applicant describes data days for teachers and principals, as well as deep parental involvement in early childhood to create educational roadmaps for children.

Considered holistically, the application scores in the moderate range for these selection criteria because it lacks clear evidence to support records of success in improving student learning outcomes and closing achievement gaps, as well as its record of achieving ambitious and significant reforms in its low-performing schools. However, strong evidence is available to support the applicant's record of making student performance data available.

	Available	Score
(B)(2) Increasing transparency in LEA processes, practices, and investments (5 points)	5	4

(B)(2) Reviewer Comments:

Financial documents, including the following required expenditure categories, are available online for public inspection:

- Actual personnel salaries at the school level for all school-level instructional and support staff,
- Actual personnel salaries at the school level for instructional staff only, and
- Actual personnel salaries at the school level for teachers only.

While it is clear that the district-level budget is available through a third-party site, there is no evidence of transparency efforts on the part of the district.

The applicant demonstrates reasonable evidence of transparency in LEA processes. The applicant states transparency in planning and budgeting, as well as the presence of site-based, shared governance of non-instructional budgets. The district also notes dialogue and transparency of school-level budgets through School Improvement Planning and School Community Council processess.

	Available	Score
(B)(3) State context for implementation (10 points)	10	10

(B)(3) Reviewer Comments:

The applicant provided sufficient evidence of successful conditions and sufficient autonomy under State legal, statutory, and regulatory requirements to implement the personalized learning environments described in the applicant's proposal. Specifically, the applicant notes:

- few restrictions on district autonomy in the state of Utah,
- a statewide requirement to use science proficiency as a measure of college and career readiness, and
- a favorable policy environment for districts to pursue programs and resources for early childhood education.

Overall, the application presents a satisfactory case that there is sufficient autonomy to implement its proposal.

(B)(4) Stakeholder engagement and support (10 points)	10	7

(B)(4) Reviewer Comments:

The applicant has provided moderate evidence to demonstrate meaningful stakeholder engagement in the development of the proposal. Parents, teachers, principals and community members were all engaged at several stages of the proposal development process through meetings and open invitations. However, it is unclear if and how feedback from these groups was used to inform and revise the proposal. Additionally, there was no evidence to demonstrate meaningful engagement from the critically important student stakeholder group in this process.

Letters and signatures of support provide evidence of direct engagement with collective bargaining representation and teachers. Several letters of support from community stakeholders are included, but they appear to be form letterss that make it difficult to ascertain the depth or quality of support from each group.

(B)(5) Analysis of needs and gaps (5 points)	5	4

(B)(5) Reviewer Comments:

A high quality plan includes goals, activities and rationale for those activities, timelines, deliverables, responsible parties. When considered overall, the applicant's plan is credible and likely to lead to the desired outcomes. There is a strong foundation for collection and use of achievement and professional development data, but no evidence of a plan to gather and use information related to student academic interests to drive personalized learning environments.

The applicant offers clear goals of using the articulated data and processes:

- as a foundation for determining the extent to which educators can use personalized learning as a response.
- at the class level as one element of teacher effectiveness.

Clear activities, rationale, deliverables, and responsible parties are tied to a reasonable timeline, lending clear credibility to the plan.

Overall, the applicants demonstrated strong evidence of a high quality plan for analysis of current status in implementing personalized learning environments and the logic behind the reform proposal.

C. Preparing Students for College and Careers (40 total points)

	Available	Score
(C)(1) Learning (20 points)	20	16

(C)(1) Reviewer Comments:

A high quality plan includes goals, activities and rationale for those activities, timelines, deliverables,and responsible parties. When considered overall, it is credible and likely to lead to the desired outcomes. Overall the applicant demonstrated strong evidence of a high quality plan for improving learning and teaching by personalizing the learning environment in order to provide all students the support to graduate college and career ready.

The applicant's goals support the requirement to demonstrate an approach to learning that engages and empowers all learners, in particular high-need students, in an age appropriate manner:

- Selection of participating schools focused on high need students
- Increasing availability and use of student performance data, including training for teachers, parents, and students

Expanding access to personalized, age-appropriate early childhood learning experiences
- Introducing AVID in elementary schools
- Personalizing science learning

Further clarification related to how the district will leverage student academic interests in its instructional data management system is needed. Additionally, justification for the shift from rich, inquiry-based science learning in early childhood to a daily curriculum of foundational skills in elementary is warranted.

While the stated goal of learning for college, career, and civic engagement is worthy, it begs the question of why the applicant's plan is focused – perhaps narrowly – on science learning. Success in STEM careers requires far more than mastery of science concepts, skills, and content.

The applicant's plan adequately addresses requirements related to:

- Personalized sequence of instructional content and skill development and personalize learning recommendations
- A variety of high quality instructional approaches and environments
- High quality content, including digital learning content aligned with college and career ready standards
- Ongoing and regular feedback

The application is particularly strong in its plan to address accommodations and high quality strategies for high-need students to help ensure they are on track toward meeting college and career ready standards by empowering students as young as upper elementary grades to access and engage with their electronic records and leveraging a rich set of data to drive decisions about individual students.

Overall, this application scores in the strong to moderate score range for these selection criteria.

(C)(2) Teaching and Leading (20 points)	20	20

(C)(2) Reviewer Comments:

A high quality plan includes goals, activities and rationale for those activities, timelines, deliverables, and responsible parties. When considered overall, it is credible and likely to lead to the desired outcomes.

The goals and actions described clearly support requirements to help educators improve instruction and increase their capacity to support student progress toward meeting college and career ready standards by enabling the full implementation of personalized learning and teaching for all students. The applicant's clearly stated goal is to use personalized learning as a vehicle to focus systemically on data-driven connections between student learning and teacher and leader performance, supported by family and community. This goal is supported by actions that are tied explicitly to rationale, deliverables, responsible parties, and connected with a timeline that lends credibility to the overall plan.

The applicant's plan to create personalized learning environments with collaboration for educators is promising as outlined and provides high quality learning environments for teachers. The proposed plan supports all participating educators having access to and effectively using tools, data, and resources to accelerate student progress toward meeting college and career readiness standards. Specifically, a rich plan for professional development that is evaluated monthly and adjusted to meet the needs of both educators and students recognizes the critical role of teachers as professionals.

The proposed plan outlines training, policies, tools, data, and resources that enable leaders and leadership teams to structure effective learning environments through a detailed and comprehensive plan for connecting data, professional development, and resources to support proposal goals.

The district's highest need schools are the focus of the plan, which makes it likely to increase the number of students who receive instruction from effective and highly effective teachers and principals. The plan focuses on the hard-to-staff subject of science. The proposal would create a cadre of elementary science teachers, as well as science coaches at the secondary level. Additionally, the proposal ties teacher and principal evaluations to student data.

Overall the applicant demonstrated strong evidence of a high quality plan for improving teaching and learning by personalizing the learning environment in order to provide all students the support to graduate college and career ready.

D. LEA Policy and Infrastructure (25 total points)

	Available	Score
(D)(1) LEA practices, policies, rules (15 points)	15	12

(D)(1) Reviewer Comments:

A high quality plan includes goals, activities and rationale for those activities, timelines, deliverables, responsible parties. The applicant includes each of the required elements of a high quality plan in this section.

The applicant has demonstrated strong to moderate evidence of practices, policies, and rules that facilitate personalized learning through organization of the central office, the addition of a grant team leader, through district governance structures, and with the creation of an Advisory Team that represents major stakeholder groups. The applicant states a desire to improve student results through collaboration across units, resource and data sharing, joint analysis, problem solving, and implementation of solutions.

No direct evidence was presented in support of practices to support granting credit based upon mastery rather than seat time and practices for providing students multiple and comparable opportunities to demonstrate mastery, but can be inferred through descriptions offered in other sections of the application. Similary, there was no direct mention of plans to support learning resources and instructional practices that are adaptable and fully accessible.

Overall, the application provides strong to moderate evidence of practices, policies, and rules that facilitate personalized learning.

(D)(2) LEA and school infrastructure (10 points)	10	8

(D)(2) Reviewer Comments:

The applicants have provided strong to moderate evidence of their readiness to ensure all students, parents, educators and other stakeholders, regardless of income, have access to necessary content, tools, and other learning resources both in and out of school to support the implementation of the proposal. Specifically, the applicant notes roles and functions of the School Community Council and the School Improvement Council that support these functions.

The applicants have also provided strong evidence of readiness to ensure appropriate levels of technical support. The applicant notes the presence of a robust cadre of content specialists, coaches, and mentors who assist in these roles, as well as an Instructional Data Managed System.

However, the application does not directly address whether or not students and parents have the ability to export their information in an open data format and to use the data in other electronic learning systems as required in the selection criteria. Similarly, the applicant does not provide evidence of interoperable data systems as required in the selection criteria.

A high quality plan includes goals, activities and rationale for those activities, timelines, deliverables, responsible parties. When considered overall, it is credible and likely to lead to the desired outcomes. These elements are all present and cohesively depicted in the proposal. Overall, the application provides strong to moderate evidence of a high quality plan for LEA and school infrastructure to support personalized learning.

E. Continuous Improvement (30 total points)

	Available	Score
(E)(1) Continuous improvement process (15 points)	15	15

(E)(1) Reviewer Comments:

Overall, the applicants have provided strong evidence of a strategy for implementing a rigorous continuous improvement process that provides timely and regular feedback on progress toward project goals and provides opportunities for ongoing corrections and improvements during and after the term of the grant. The applicant describes:

- performance measures, along with standards for effective teaching and leadership that provide metrics for assessing quality,
- use of the Continuous Quality Improvement process to identify and implement new strategies to improve student results,
- a school-level process by which standards for instructional delivery are established, monitored, and reviewed alongside student results to determine causes, and
- a commitment to feedback and revision at least quarterly.

The applicant describes a plan to follow standard quality improvement practices to identify and assess potential solutions that can be implemented in a feasible action plan. The applicant also states an intent to review the results of the action plan at least quarterly to determine if implemented changes have affected results and adjust as necessary.

The practices represent a plan for monitoring and evaluation that reflects ongoing continuous improvement. As described, the plans for

communication are clear, consistent, and frequent. The applicant describes intent to publish results if the quality improvement efforts in newsletters, on websites, and elsewhere in the community.

Considering all these things, the applicant has provided strong evidence of a strategy for implementing a rigorous continuous improvement process that provides timely and regular feedback on progress toward project goals and provides opportunities for ongoing corrections and improvements during and after the term of the grant.

(E)(2) Ongoing communication and engagement (5 points)	5	5

(E)(2) Reviewer Comments:

The applicant proposes a Project Advisory Committee that will represent a range of stakeholder interests throughout the project. Additional engagement will be leveraged through the inclusion of stakeholder feedback in the development of an educator effectiveness evaluation. The district's Communications Office will develop a stakeholder communication plan to ensure the information and communication needs of all stakeholders are addressed in an ongoing manner through newsletters and a website. In addition, the grant will be a standing agenda item at board meetings, meetings with general administrators, and school community council chairs.

Overall, this demonstrates strong evidence of strategies for ongoing communication and engagement with internal and external stakeholders through a variety of means, including dialogue among individuals, teams and units within the district, as well as formal district communications.

(E)(3) Performance measures (5 points)	5	1

(E)(3) Reviewer Comments:

The applicant provides an appropriate number of ambitious, yet achievable performance measures – overall and by subgroup – with annual targets for required and applicant-proposed performance measures. The proposed goals represent incremental growth that make them achievable, and also that results in significant gains by the end of the grant period that make them ambitious.

However the applicant is missing the following required criteria:

- Rationale for selecting each measure
- Description of how the measure will provide rigorous, timely, and formative leading information tailored to its proposed plan and theory of action regarding the applicant's implementation success or areas of concern
- Description of how it will review and improve the measure over time if it is insufficient to gauge implementation progress.

In the absence of these requirements of the selection criteria, the application has provided a weak response.

(E)(4) Evaluating effectiveness of investments (5 points)	5	3

(E)(4) Reviewer Comments:

The application provides moderate to strong evidence of plans to evaluate effectiveness of Race to the Top – District funded activities. The application specifies multiple, ongoing methods of gathering effectiveness data for educators and professional development. Specifically, the applicant describes the implementation of a framework for evaluating professional development developed by Guskey. It includes:

- participant reaction,
- participant learning,
- participant behavior change,
- systems change (impact on others in immediate environment), and
- systemic change (impact on non-participants).

The plan specifies key questions for each aspect, as well as sources of information, specifics about what is to be measured, and details about how the information can be used. The plans for evaluation of effectiveness are clear and systemic as required by the selection criteria

However, the application does not include plans to evalute effectiveness of technology to support learning, teaching, and measurement, which is a major component of the proposal, which results in a moderate to strong score for this section.

F. Budget and Sustainability (20 total points)

	Available	Score

(F)(1) Budget for the project (10 points)	10	9

(F)(1) Reviewer Comments:

The application provides a strong budget summary that details all funds that will support the project. The applicant describes a budget that will support:

- expanded and enhanced early childhood education,
- elementary science enhancements,
- secondary science enhancements,
- an instructional data management system to increase transparency of data,
- a personalized professional development model based on teacher effectiveness needs, and
- a Community Learning Center for community outreach to support family engagement and student success via Out of School Time and wrap around services.

The budget is reasonable and sufficient to support the proposal and clearly provides a thoughtful rationale for investments and priorities. The budget invests in personnel, training, and equipment at levels that support the overall plan. One-time and ongoing operational expenses are described with a focus on strategies that will ensure the long-term sustainability of the personalized learning environments, such as investing in training and professional development of district staff. However, a significant portion of the budget is allocated to ongoing expenses, such as personnel and memberships, without a clear plan for sustainability after the term of the grant.

Overall, the applicant has provided a strong budget summary.

(F)(2) Sustainability of project goals (10 points)	10	5

(F)(2) Reviewer Comments:

A high quality plan includes goals, activities and rationale for those activities, timelines, deliverables, and responsible parties. When considered overall, it is credible and likely to lead to the desired outcomes. While the applicant provided a substantial list of burgeoning possibilities for budget sustainability, the application is missing some components of a high quality plan for budget sustainability. The proposal identifies a goal of ensuring sustainability of RTTT-D reforms that have improved results for students. Some sustainability activities can also be ascertained through the proposal, such as:

- shifting current funding priorities to support and sustain best practices identified through the grant,
- exploring the creation of a sales tax increase,
- seek sponsorship of teacher preparation and professional development, and
- absorbing some expenses into the regular operating budget of the district.

However, it is often unclear who will be responsible for the activities, as well as what timelines and deliverables are attached to them.

In spite of the lack of clarity around the high quality plan, the clear connections to and alignment of the proposal with the Capital City Compact predict a promising future for the work and increase the likelihood of sustainability. Because of this, the application earns a moderate score for sustainability of project goals.

Competitive Preference Priority (10 total points)

	Available	Score
Competitive Preference Priority (10 total points)	10	10

Competitive Preference Priority Reviewer Comments:

The extent to which the applicant proposes to integrate public and private resources in a partnership designed to augment the schools' resources by providing additional student and family support to schools that address the social, emotional, or behavioral needs of the participating students is strong. The plan focuses on providing these integrated services for high-need students and their families through Community Learning Centers that offer safe out of school spaces for students with activities that are based on needs and interests, linked to core competencies, and more than simply more school. The proposal describes robust centers anchored by health services, early childhood programs, and youth and adult learning opportunities guided by the assests, knowledge, interests, and needs of community members.

The applicant submitted a plan that is built on coherent and sustainable partnerships with community-based services, university partners, business and industry, and local government partners. Specifically, the proposal describes a "cultivation alliance" in which the city, the University of Utah system, and the school district work together to create a culture of college, career, and civic readiness.

The stated goals support the applicant's RTTT-D application:

- Engaging and focused programs for students and parents to support science learning and application for grades K-3
- Parent/student dialogue and shared experiences regarding college and career readiness
- Increased use of Community Learning Center (CLC) services
- Improved alignment of CLC goals, objectives, and related data collection and use

The applicant has provided ambitious, yet achievable performance measure for the students in the program. A sample of these are:

- PreK students meeting developmental levels on the GOLD assessment,
- Students exiting grade 3 reading on grade level,
- Students participating in quality out of school time programming, and
- Parents participating in adult learning activities.

There is a credible plan for tracking and using indicators of progress, scaling the model, and building capacity of district staff in participating schools to support the partnership as demonstrated by aligned activities and rationale, deliverables, and responsibilities contextualized within a logical timeline. Overall the proposal for the competitive preference priority is strong.

Absolute Priority 1

	Available	Score
Absolute Priority 1	**Met/Not Met**	**Met**

Absolute Priority 1 Reviewer Comments:

The applicant has submitted a coherent and comprehensive proposal that builds on the four core educational assurance areas to create learning environments that are designed to significantly improve learning and teaching through the personalization of strategies, tools, and supports for students and educators. The proposal aims to:

- Create pathways to promote access to high-quality programs and services,
- Include family and community supports and services,
- Create an integrated instructional data management system, and
- Generate promising practices to document and replicate at other district schools.

It is aligned with college and career ready standards and proposes to accelerate student achievement and deepen student learning by:

- Increasing availability and use of student performance data,
- Expanding access to personalized, age-appropriate early childhood learning experiences,
- Introducing AVID in elementary schools, and
- Personalizing science learning.

The proposal includes plans to meet the academic needs of students, increase the effectiveness of educators, decrease achievement gaps across student groups, and increase the rates at which student graduate from high school prepared for college and careers by outlining training, policies, tools, data, and resources that enable leaders and leadership teams to structure effective learning environments through a detailed and comprehensive plan for connecting data, professional development, and resources to support proposal goals. Because the district's highest need schools are the focus of the plan, it is likely to expand student access to the most effective educators.

Total	210	175

Optional Budget Supplement (Scored separately - 15 total points)

	Available	Score
Optional Budget Supplement (Scored separately - 15 total points)	15	4

Optional Budget Supplement Reviewer Comments:

While the proposed optional budget supplement request is clear and discreet, technology infrastructure does not represent an innovative solution as required in the selection criteria.

Additionally, the application is missing some of the required components. The application states that the funds would provide wiring upgrades in several identified schools that currently do not have complete wireless access, as well as additional technology staff. However, the applicant did not provide a rationale for the specific area or population that the project will address as required in the selection criteria.

While there is a high quality plan for implementing the proposal, it is not co-developed and implemented across two or more LEAs as required by the selection criteria. The proposal is contained to some schools within one LEA. It is not clear how many students would be served by the project, which makes it difficult to assess reasonableness of cost and significance of the project.

The proposed budget appears adequate to support the development and implementation of the proposed activities. However, overall, the proposed budget supplement is weak.

Race to the Top - District

Technical Review Form

Application #0370UT-3 for Salt Lake City School District

A. Vision (40 total points)

	Available	Score
(A)(1) Articulating a comprehensive and coherent reform vision (10 points)	10	9

(A)(1) Reviewer Comments:

The applicant presents a coherent and comprehensive vision, grounded in two current and future initiatives: the Student Achievement Plan of 2010-15 and the Capital City Education initiative. The strength of these plans lies in the strong reliance on data-informed decisionmaking, efforts toward which are already underway with the development of strong evaluation tools, and a community-wide commitment to developing students' individual learning capacities, particularly in much-needed science. The former, the board-approved Student Achievement Plan 2010-15, is comprehensive in that it addresses all aspects of curriculum implementation, assessment and evaluation, professional development, community relations, resource alignment and mobilization, partnership development and legislative priorities. The Capital City Education initiative brings in a variety of committed partners and serves as one of the foundations for the proposal.

The applicant has an excellent vision building on the core educational areas.

- The applicant has a detailed plan, built on several years of database development, including longitudinal data, for the compilation, analysis, and use of data systems to aid in the development of personalized learning plans.
- Students, teachers, and principals will be assessed through a variety of assessment tools, including tying student achievement to teacher evaluations. Professional development will be tied to perceived needs and areas of opportunity for teacher instruction within a personalized learning environment.
- By design, the proposed vision will focus entirely on low-performing schools, gradually scaling up to other district schools in the post-grant period.
- Through the expanded use of AVID programming to elementary school students, students will be well-focused on college; and career-ready goals from an early age.

While the overall vision is ambitious, the associated goals do not appear as ambitious as they might be for such a comprehensive effort.

	Available	Score
(A)(2) Applicant's approach to implementation (10 points)	10	10

(A)(2) Reviewer Comments:

A thoughtful process ensured the selection of schools which would benefit greatly, both due to their need and to the level of commitment gained by all stakeholders. The applicant focused on TItle I schools and required those schools to implement a shared governance structure with parents and faculty. To continue the continuum toward college and career readiness education, the plan also includes 2 feeder middle schools and 2 high schools, along with two newer high schools, one specializing in STEM education and the other offering blended learning.

While the complete student numbers aren't yet finalized, it's clear that the populations selected illustrate high-need and a high percentage of low-income families.

(A)(3) LEA-wide reform & change (10 points)	10	8

(A)(3) Reviewer Comments:

The applicant presents a high-quality plan for scaling up and translating the proposal into meaningful reform by:

- Providing a comprehensive theory of change based on increased Kindergarten readiness; increased skill and effective use of personalized learning in science; and increased access to quality family and community supports;
- Planning to document lessons learned, revisions to the implementation plan, and best practices to offer customized professional development to all district teachers;
- Offering technical briefs by the RTT-D team leader, Communications Department, Evaluation Specialist, and coaches, teachers, students and parents;
- An understanding if the applicant hopes to expand and scale-up personalized learning plans beyond the science discipline would be helpful to assess the extent of scale-up.

(A)(4) LEA-wide goals for improved student outcomes (10 points)	10	9

(A)(4) Reviewer Comments:

The applicant demonstrates strong evidence that the applicant's vision is likely to result in improved student learning and performance and increased equity among the student subgroups.

The goals for performance on growth tend to top out in the 60th percentiles, for a gain of 10 or so points, for most non-White, non-Asian subgroups (with the exception of multi-racial), which seems modest for the ambition of this plan.

The commitment to decreasing achievement gaps is commendable, especially given the high disparities currently in place between some racial groups. For example, the Caucasian-American Indian science gap is 39 points, which the applicant proposes to reduce to 10 points by 2016-17.

LEA-wide graduation rates for Hispanic students, for example, seem a bit modest though realistic. An increase from current 48% graduation rates to 57% by 2016-17 does not seem to be a big enough goal.

B. Prior Record of Success and Conditions for Reform (45 total points)

	Available	Score
(B)(1) Demonstrating a clear track record of success (15 points)	15	13

(B)(1) Reviewer Comments:

The applicant has shown strong evidence of a clear record of success in advancing student learning and achievement and increasing equity.

- Since the 2008-09 school year, the applicant's various efforts have resulted in improved learning outcomes resulting in closing achievement gaps for American Indian and Pacific Islander students in Language Arts (58-66% and 69-73%, respectively) and Math (36-45% and 44 to 58, respectively), and gains by African-American students in math (36-38%).
- With an emphasis on early childhood education and data-driven strategies, the applicant has clearly demonstrated a record of success, both in improving outcomes and in implementing reforms in its lowest-achieving schools. Teachers have access to data and coaching in the interpretation and application of the data; the applicant is working to make performance data more widely available to students and parents. With limited funds, the applicant has invested in education data specialists, STEM programs, and blended learning schools. A nationally-recognized early childhood development program is offered to 10% of the district's most needy students. Starting in 2012, the University of Virginia's school turnaround program has been begun in 4 elementary schools with a proposed 2 year turnaround timeframe.
- Student performance data is available to educators, although the district suggests that history suggests that it will take about three years for teachers to feel fully comfortable with the data. The district plans to make the data first to older students and their parents; the inability for younger students and their families to access and utilize the data, however, limits the overall effectiveness of the performance data in the initial year of the project.

(B)(2) Increasing transparency in LEA processes, practices, and investments (5	5	4

points)

(B)(2) Reviewer Comments:

The applicant has offered moderate evidence of the transparency of school budget information.

- To ensure public confidence in any initiative, complete transparency is optimal. A level of transparency reading budgeting exists through the availability of the district's budget on a website and school budgets shared with stakeholders through School Improvement Planning and the School Community Council.
- The shared governance structure of each school ensures transparency among teachers and parents as well.
- All publicly-funded salaries are available online at a 3rd party site.
- Site-specific non-personnel budget information is not widely-available to the public.

(B)(3) State context for implementation (10 points)	10	10

(B)(3) Reviewer Comments:

The applicant shows strong evidence of successful conditions and sufficient autonomy and flexibility to implement its plan. The state has a history of setting standards but allowing districts a level of autonomy to develop plans to meet those goals. For example, Utah allows districts to determine how and at what pace they introduce the Common Core standards, with a deliverable goal of full implementation by 2013-14. Districts also allow LEA's autonomy to develop plans for teachers and principals to meet Teaching and Leadership standards. Other examples include the state's "Reading Bill" and the utilization of science as an indicator of college readiness.

The District's development of a specialized STEM high school and its blended learning high school both typify the kind of flexibility and support essential to the success of an RttT-D initiative. As elements of each of these schools' programs (for example, the focus on science and the opportunity to pursue personalized learning opportunities) are integral components of the applicant's proposal, it is clear that the state provides the authority and flexibility to pursue the goals of this initiative.

(B)(4) Stakeholder engagement and support (10 points)	10	9

(B)(4) Reviewer Comments:

The applicant shows strong evidence of including significant stakeholder engagement in the development and support of this proposal.

- A recent Mayoral Summit on A Capital City Education gathered the ideas of parents and community partners in developing students for 21st century college and careers; it has become one of the main foundations for this proposal.
- Input regarding the RttT-D proposal was also solicited from parents, community members, teachers, administrators, and other nonprofit and medical partners through district meetings, Community Learning Center clubs, and brainstorming sessions.
- The proposal was reviewed by local and state executive offices and was signed off by the local Teachers' Association.
- Numerous letters are included in Appendix B showing broad-ranging community support for the initiative.
- The applicant does not address how meaningful student engagement was included within the development of the proposal.

(B)(5) Analysis of needs and gaps (5 points)	5	5

(B)(5) Reviewer Comments:

The applicant has demonstrated strong evidence of a high-quality plan to analyze the applicant's current status in implementing personalized learning environments. The plan seems deliberate and well-thought out.

- Besides monitoring student achievement, the applicant envisions utilizing data to determine how well personalized learning can be implemented for all subgroups; the effectiveness of teachers; and targeting professional development for teachers to address student needs.
- The applicant already posses a robust collection of data, including longitudinal data, which it can draw on to identify needs and gaps at the student, subgroup, and school level. Based on those results, the applicant will develop professional development offerings and inventory what existing materials can be utilized to support personalized learning.
- The applicant is the only Utah district to have in place a student growth model tied to teacher and administrator feedback, showing that it has a strong base in place for data-based analysis.
- The applicant has laid out a 4-step plan to identify needs and gaps within its current framework and to identify resources to be utilized in offering personalized learning. The applicant has chosen to focus on Science to meet the

growing needs of the state for scientifically-trained workers.

C. Preparing Students for College and Careers (40 total points)

	Available	Score
(C)(1) Learning (20 points)	20	18

(C)(1) Reviewer Comments:

The applicant has shown strong evidence of a high-quality plan and an approach to engage and empower all learners, as students, parents, and educators that will:

- Understand why what they are learning matters through elements of college-preparatory-geared learning beginning in early childhood with creative PreK learning and the expansion of middle school and high school AVID programming to elementary schools;
- Understand and pursue college-ready goals through AVID and individualized learning plans that focus on college-ready science content;
- Be involved in deep learning experiences, through inquiry-based science projects, lab equipment, devices, apps, and coursework to promote individual learning.
- Build on existing efforts, such as Parent-led dialogues and cultural exchanges, to promote diverse contexts, communities, and perspectives throughout its curriculum.
- Master critical content and develop 21st century skills through small group work as envisioned by the Capital City Education initiative. From early childhood, the applicant envisions, and in some cases, has already implemented, hands-on activities to encourage science interest while developing teamwork, collaboration, and problem-solving skills.

Students will benefit from:

- A personalized sequence of content and instruction through the individualized learning plans, which will be updated frequently by various assessments to focus on student's changing needs;
- High quality content, including that of apps and other devices, as well as that from local colleges and science outreach organizations that currently offer enrichment activities to students;
- Ongoing and regular feedback, which is already in place through a robust data collection and analysis system that is also tied to teacher and administrator effectiveness.
- Because all participating schools are high-needs schools, by design these efforts will be tailored to the challenges that high-needs students confront. Through AVID, students, parents, teachers, and administrators have identified barriers for high-needs students in utilizing advanced level programming, which the applicant will work to remedy to encourage all students to take STEM-related coursework.
- Further, the dashboard and its associated training will equip students with the ability to ensure they understand how to use the tools and resources.

The Innovations High School already works with a blended approach to reach students where they are, staffed by trained teachers who help support the students efforts with technology.

While STEM is clearly a strong need for the state, accommodations for students who are more interested in pursuing humanities or other non-STEM courses are not clearly addressed within the proposal, therefore making it difficult to determine how well-served they will be within schools incorporating personalized learning environments in science.

	Available	Score
(C)(2) Teaching and Leading (20 points)	20	18

(C)(2) Reviewer Comments:

The applicant has shown strong evidence of a high-quality plan to help educators to improve instruction and improve their practice in developing personalized, college-ready instruction for learners.   The proposed plan includes clearly-outlined goals, rationales, timelines, deliverables, and responsible parties within the discussion of 11 specific activities.

Specifically, teachers will be given training to support their capacity to:

- Support the effective implementation of personalized learning environments through Professional Development and support of the principles of personalized learning through peers, coaches, principals, Personalized Learning

- Communities, and online journaling;
- Science Professional Development opportunities, including intensive science content and pedagogy training, including apps and devices, and Science Summer Professional Development Institutes;
- Adapt content and instruction to individual learning needs through constant evaluation and adjustments of student learning plans as well as flexible technology-based instruction;
- Frequently measure student progress and use the results to accelerate progress and improve individual and collective practices by reviewing proficiency and growth scores, formative assessments, classroom behavior, observations of social skills and emotional development, learning preferences to develop personalized learning plans;
- Improving teacher and principal practices through evaluation feedback from principals, peers, and coaches, as well as student performance data tied to individual teachers and principals;

All participating leaders will have the tools, training, policies and data to structure effective personalized learning environments by:

- Feedback including that of parent surveys and student performance data that is tied to individual principals and teachers;
- Training, systems, and practices to continually improve school progress toward meeting student performance and closing achievement gaps through student achievement analysis, personalized educator plans, professional learning communities, and formative feedback that is incorporated into professional development;

The applicant has a high-quality plan for increasing the number of students who receive instruction from highly-effective or effective teachers through personalized training and the recruitment of younger teachers who may be more comfortable with technology, as approximately 30% of current teachers will reach retirement age within the next 10 years. Elements of this plan, contained within the overall high-quality plan, include obtaining commitments from teachers to their personal development; the management of human resources to ensure more effective teachers remain with their participating schools; and a quick start-up of implementation through the hiring of new science teachers and coaches. As with the larger plan, goals, timelines, deliverables, rationales, and responsible parties are provided.

While it is true that some number of teachers will retire within the next 10 years, and presumably be replaced by younger and more technologically-proficient teachers, the assertion that these new teachers will be more effective is based on the assumption that technological proficiency equals effectiveness and minimizes other notions of teacher effectiveness. This does not appear to be a strong foundation on which to base increased rates of highly-effective teachers.

It's clear that the District has engaged in a thorough process to begin collecting, analyzing, and applying student, subgroup, class, school, and district-level data. Through formative assessments, PLC-developed assessments, state testing, EXPLORE, PLAN, and ACT testing, teachers and administrators have an understanding of their students' aptitudes and interests, strengths and areas of opportunity. Customized reporting offers feedback to teachers, coaches, and principals throughout the year. Most impressive is a longitudinal student data set that has direct links to teachers and outcomes.

In short, teachers and administrators will have the tools, training, and support needed to monitor progress toward goals and adjust their training or skills as needed to accommodate new challenges.

D. LEA Policy and Infrastructure (25 total points)

	Available	Score
(D)(1) LEA practices, policies, rules (15 points)	15	12

(D)(1) Reviewer Comments:

The applicant has shown strong evidence of supportive LEA practices, policies, and rules to facilitate personalized learning by:

- Making the LEA central office a key partner in developing and supporting schools. The LEA's central office appears ready to reorganize as needed to provide support as well as a flexible environment to implement Personalized Learning Environments, with plans for a RTT-D team leader and Advisory Team, whose precise composition and roles and responsibilities will be determined.
- Providing school leadership with the flexibility to set schedules, personnel, and budgeting. The District's shared governance process allows staff and parents to set policies and make decisions at a local level, such as deciding the length of a school day, developing plans to meet the school's most critical academic needs; setting budgets; and developing a list of programs, practices, materials, or equipment needed to implement its improvement plan.
- It is not as clear how the applicant plans to accommodate students to be able to demonstrate mastery at multiple times and in multiple comparable ways, other than students' having access to a variety of devices, apps, and other lessons to learn science.
- Providing learning resources and instructional practices that are adaptable and fully accessible to all students by

offering English language learners and their parents instruction in English; with early identification of students with special learning challenges, the district will offer personalized instruction to meet the student wherever he or she is.

(D)(2) LEA and school infrastructure (10 points)	10	8

(D)(2) Reviewer Comments:

The applicant has presented strong evidence of its plan to support personalized learning through school and LEA infrastructure by:

- Ensuring that students, parents, educators, and other stakeholders have access to online information resources wherever they are. In addition to the school-based access to learning devices and programs envisioned for students, teachers and administrators, Community Learning Center parent clubs, school-based family resource centers, and other community resources like libraries, will provide parental access to computers to view grades or school or district websites.
- Ensuring stakeholders have appropriate levels of technical support, through computer classes offered by applicant partners for parents and students. Technical support, as well as information regarding the personalized learning environments generally, will be available at CLCs, at meetings of School Improvement Committees, and School Community Councils.
- Using information technology systems that allow parents and students to export their information into an open data format, as the applicant plans to make its rich data more readily accessible to students and families, starting with older students. It is not clear when younger students and their families will have access to the data.
- Ensuring that LEAs and schools use interoperable data systems, which the District has begun developing through a student performance system that also links to individual teacher and principal feedback.

The applicant already enjoys a wealth of information and coaching resources available to Early Childhood practitioners. Tapping into that expertise, as well as that of parents through the Parents as Teachers program, will engage parents of the youngest children to begin their academic path toward college and career goals.

The applicant clearly has assembled a strong school and LEA framework of professional development, access to technology and information technology systems, and technical support to offer students, teachers, and principals the tools to develop personalized learning environments through data-driven decisionmaking.

E. Continuous Improvement (30 total points)

	Available	Score
(E)(1) Continuous improvement process (15 points)	15	15

(E)(1) Reviewer Comments:

The applicant has shown strong evidence of a strategy for continuous improvement that includes timely feedback.

- Students will be formatively and summatively assessed for progress at frequent intervals, with teachers being trained and coached to adjust their practices as needed.
- Professional development of teachers and administrators, as well as evaluation of their efforts, through peer, administrator, coach, and professional learning community support and feedback, will allow teachers to change strategies in reaction to student data;
- With a focus on the sustainability of the initiative's success after the RttT-D funding period, a Continuous Quality Improvement (CQI) team will be led through the district Superintendent's office, with representatives from teachers, school and district administration, parents, and students. The CQI process will occur at the teachers, school, and district level.
- The plan will share the results of the efforts through periodic communication to all stakeholders through announcements and updates;
- Implementation plans will be updated quarterly to reflect new insights gained from feedback and performance measures, including student achievement outcomes tied to individual teachers and principals.

Likening the process to a thoughtful teacher's reflections on his or her students emphasizes that the district recognizes that data is important, but must be reviewed in the context of a student's holistic experience. The steps to establishing the CQI appear well thought-out and account for potential roadblocks (eg., discrepancies in expected performance). The applicant shows that the appropriate actions to be taken to adjust or revise the implementation process are based on causes, not symptoms, of challenges.

(E)(2) Ongoing communication and engagement (5 points)	5	5

(E)(2) Reviewer Comments:

The applicant will provide general information on its website and on the internal blogs of individual schools. In addition, the applicant envisions a communications plan with major stakeholders that will take into account their specific information needs, the best platforms/vehicles for meeting those needs, and the frequency of communications. To the extent possible, they will utilize existing communication channels, as well as dashboards and community meetings. The tailoring of the plan to individual constituencies shows a recognition of not only the information needs, but a nuanced understanding of the special challenges in communicating with various audiences.

Stakeholder feedback will be engaged through educator effectiveness evaluation systems currently under development, as well as through Board meetings and Superintendent meetings.

(E)(3) Performance measures (5 points)	5	2

(E)(3) Reviewer Comments:

The applicant shows some evidence of ambitious yet achievable performance measures for its targeted student populations. The proposal does not include information regarding the rationale for selecting various indicators or how the applicant will utilize those indicators, making it difficult to judge how ambitious or achievable the applicant's proposed measures are.

- The applicant's goals for "on-track" percentages of minority, low income, and other disadvantaged subgroups are, at 51-60%, ambitious, given that their current levels range from 19%-34%.
- The percentage of middle school students/parents accessing grades and test scores online (from 0% today to a proposed 70%), and the percentage of college-bound students as measured by FAFSA submissions (an estimated 40% today to a proposed 65%) seem among the proposal's most ambitious, yet they also appear achievable.
- Nonetheless, while it's clear that today's high school students will not receive the full benefits of the proposed initiative, the applicant's goals for the percentage of all students with highly-effective teachers and principals seem very modest. For example, about 300 additional students will have a highly-effective math teacher/principal from 2011-12 to 2016-17, or 25% of all students, which doesn't seem ambitious enough for an initiative focused on STEM. The effective teachers percentages are more ambitious but top out at 55% over five years; given that "effective" is an easier standard to meet, this seems too low for a proposal of this comprehensive scope.
- The applicant's proposed grade-appropriate academic leading indicators, career-ready, and health/social-emotional leading indicators, including the number of chronically-absent students, number of students participating in out-of-school time programs, and parents' accessing grade and test score information, cover a broad range of useful variables for understanding the context of student achievement.
- The applicant doesn't address baselines or projections/goals regarding the number of students to be served by effective teachers or principals.

(E)(4) Evaluating effectiveness of investments (5 points)	5	3

(E)(4) Reviewer Comments:

The applicant shows strong evidence of a plan to evaluate the programs District funded activities by:

- Building on a model already in place for Early Childhood Education, the district will closely review its investments in teachers through a framework developed by the researcher Guskey.
- Assessing how professional development is implemented in the classroom as a systems or systemic change, and will include teacher reflections, observations, and stakeholder feedback.
- Principals and other leaders will be assessed through student outcome data, professional development support of teachers to develop personalized learning environments, and increasing available family and community resources.
- Assessing how students' non-academic needs and parents' needs are being supported through the CLC through periodic satisfaction surveys of parents, students, community members, and community partners.

The program mentions its other large investment, in technology, but doesn't provide sufficient detail about how the technology component's efficacy will be evaluated. Technology, in terms of analyzing and reporting data, and the devices and apps students will utilize in their learning, is critical, and a robust plan to review its effectiveness in implementing personalized learning programs is key to the program's success.

F. Budget and Sustainability (20 total points)

	Available	Score
(F)(1) Budget for the project (10 points)	10	9

(F)(1) Reviewer Comments:

The applicant has shown strong evidence of a sound budget that:

- Identifies all sources of funding, including $860,000 from the District itself for the purchase and maintenance of the Instructional Data Management System, a significant investment. There are no other external funds supporting the project. As the applicant explains, while the state has required certain mandates of the local districts, funds do not always follow. The District has done "more with less" but would like to now do "more with more."
- Seems reasonable and sufficient to support the development and implementation of the applicant's proposal, through a strong emphasis on science teacher support and development and college-readiness through substantial investments in science teachers, specialists, and AVID personnel.
- Provides a thoughtful rationale for the mix of instructional support, professional development, technological, and college/career-readiness support for the successful implementation of the initiative. The science-focused goals are clearly apparent, as is the reliance on technological tools to excite and stimulate students interest in STEM. Personalized student learning is addressed within overall professional development training, as well as within the purchase of handheld devices for students.
- The share of ongoing expenses, in terms of personnel and software licensing, offers challenges in terms of the overall sustainability of the proposed program after the grant period.

	Available	Score
(F)(2) Sustainability of project goals (10 points)	10	5

(F)(2) Reviewer Comments:

The applicant shows little evidence of a high-quality plan for the sustainability of the project's goals but lists some potential sources of sustainable funding. Given the proposed program's reliance on new science teachers, sustainable funding is critical. Relying on the demographic shifts in personnel over the next decade may not be sufficient for meeting the district's needs.

As a result of the Capital City Education initiative and other local partnerships, a great deal of buy-in already exists within the community that assures some level of sustainability beyond the grant period. University officials, faith-based leaders, and businesses, nonprofits, and other community organizations feel they have a stake in the success in training the district's students to meet the demands of the future economy. The focus on longitudinal data partnerships, teacher professional development and coaching, and community learning center focuses, will ensure some level of program sustainability over time.

The applicant envisions the RttT-D grant jumpstarting this process, while the City explores a dedicated Early Childhood Education sales tax increase, as well as funding opportunities for community business and organizations to sponsor classes or curriculum. Finding sufficient funds from other sources will be challenging, but with such community support, seems attainable.

Competitive Preference Priority (10 total points)

	Available	Score
Competitive Preference Priority (10 total points)	10	10

Competitive Preference Priority Reviewer Comments:

The applicant envisions numerous partnerships providing a variety of services to enable families and students to succeed. By multiplying the number of partners focused on student success and achievement, the applicant can extend the reach of support and reinforce the importance of college and career readiness. The Capital City Education initiative recognized the input of a broad spectrum of stakeholders, and the applicant has developed partnerships with educational providers, data collectors and analysts, and business, community, and faith-based organizations, whose letters of support are included in the Appendix. Engaging OST partners in the understanding and furthering of state CORE standards will also strengthen and reinforce the effects of the new standards and focus.

- The applicant has developed coherent and sustainable partnerships of long standing with a multitude of partners, including the University of Utah, the Office of the Mayor, Intermountain Health Care, and Utah Education Policy Center that show a track record of success on which to build.
- The applicant proposes 10 indicators that well-capture academic and family support success, including PreK students' developmental measures, parent participation, and parents' feeling welcomed by their schools.
- The applicant describes how it would track the data, building on the pilot test of integrating OST data with academic

data within the student information system.   Leaders, teachers, community partners, and other interested stakeholders will analyze the data for root causes and develop research-supported solutions. The applicant's current progress in this area shows an impressive grasp of the importance of school teams' utilizing this data in their holistic view of student achievement and their targeted application of resources toward need.

- The applicant has proposed a six-step process for scaling up, for which it has already begun developing baselines, emphasizes sustainability and developing strong organizational structures, which are keys to any long-term success for such a partnership.
- The applicant describes how it will, within participating schools, integrate and leverage its existing partnerships within school-based health care and English language training to strengthen academic outcomes.

The applicant will build the capacity of schools and staffs by:

- Assessing the needs and assets of participating students that are aligned with the partnership's goals through the integration of OST data into the academic student information system, for review by teachers, parents, and administrators in meeting students' needs;
- Identify and inventory the needs and assets of the school and community through reviews of clusters of indicators for the total and subpopulation groups to identify indicators that together result in negative outcomes;
- Create a decision-making process and infrastructure by developing an overall operating structure; aligning job descriptions and organizational structures at each individual site; developing MOUs; and holding monthly meetings among partners;
- Engage parents and families of participating students through the applicant's emphasis on Parents as Teachers, which is impressive and forward-thinking, as parents occupy a key role in student achievement. Special opportunities for parental engagement in science at home, in the family exploration of science careers, and family health education can more fully engage parents along the path of student achievement and overall success.
- Teachers will be engaged more fully with parents through their increased partnerships with the CLCs.
- Routinely assess the applicant's progress in implementing its plan to maximize impact through monthly site-level meetings and quarterly district-level meetings, which have occurred for two years; developing the academic and OST data infrastructure and utilizing that data to inform decisionmaking.

The applicant projects ambitious yet achievable increases in positive outcomes, although the measure of River District students completing elementary school proficient in math appears a bit modest. The grade 3 reading level goals, school attendance, and parental engagement goals are robust and clearly tied to student success.

Absolute Priority 1

	Available	Score
Absolute Priority 1	Met/Not Met	Met

Absolute Priority 1 Reviewer Comments:

The applicant has clear goals and strategies for creating personalized learning environments that reduce achievement gaps across student groups and increase college and career readiness levels among students. Employing a mix of data-bases strategies, numerous professional development opportunities, 21st century technology tools to engage students at their own level, and strong community support, the applicant shows a sound plan for accelerating student achievement. As noted earlier, an understanding of how the personalized learning environments may be applied outside of the science discipline, for students with a more humanities-focused interest or skill set, would be helpful.

The applicant will:

- Emphasize personalized learning environments starting within early childhood education and will expand college-ready AVID programming to elementary schools so that students are on the path to college and career-readiness from their earliest school experiences;
- Accelerate student achievement and deepen student learning through inquiry-based science projects, lab equipment, devices, apps, and coursework to promote individual learning;
- Utilize rich data resources to identify student achievement gaps and needs and to develop personalized plans to address them;
- Increase the effectiveness of educators by providing professional development, Personalized Professional Learning Communities, and feedback and support from peers, coaches, and principals;
- Expand student access to the most effective educators by rigorously training teachers and recruiting younger teachers to replace the approximately 30% of the teaching force who will retire within the next decade;

- Decrease achievement gaps across student groups through an emphasis on data-informed personalized learning plans, as well as partner services to assist the student holistically;
- Increase the rates at which students graduate from high school prepared for college and careers through AVID and individualized learning plans that focus on college-ready science content.

Total	210	182

Optional Budget Supplement (Scored separately - 15 total points)

	Available	Score
Optional Budget Supplement (Scored separately - 15 total points)	15	8

Optional Budget Supplement Reviewer Comments:

The $2m request to fund installation of wireless access, as well as to fund salaries for managing the wireless system, handheld device support, and general IT data management seems reasonable, especially given the district's plan to spend $860,000 of its own tight funding to purchase and maintain the Instructional Data Management System. The District will absorb ongoing costs of the IT personnel through its own budget after the granting period.

However, the proposed project is not innovative or an example of an innovation that could be replicated across other districts. Additionally, the proposal would not be co-developed or carried out across two or more LEAs.

Upgrading the wireless capabilities in several schools will significantly aid in the ease of use of handhelds and other computer-based resources and further encourage teacher and student interest.